

AMERICAN JOURNAL OF EDUCATION

Universal Education—The Safety of a Republic.

VOL. XXI.

ST. LOUIS, DECEMBER 10, 1888.

No. 12.

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Printed for the Editors, by PERRIN & SMITH, and "Entered at the postoffice at St. Louis, Mo., and admitted for transmission through the mails at second-class rates."

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WHEN the wisest the most enlightened, the most virtuous govern—the people will be prosperous and happy.

The saloon must go.

OUR teachers show the people that it is easy to obtain an increase of power by intelligence and virtue—but this is lost by vice and ignorance.

THE following geographical question is propounded by the Marlborough Times (Dem.): "There is balm in Gilead, perhaps—but where the devil is Gilead?"



St. Louis, December 10, 1888.

J. B. MERWIN.....Managing Editor
HON. R. D. SHANNON, }
PROF. I. BALDWIN } Associate Editors.
PROF. G. L. OSBORNE, }
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THE President of the National Educational Association, A. P. Marble, Ph. D., announces that the next meeting of the Association will be held at Nashville, July 16th to 20th, 1889. President Marble is very enthusiastic over the preliminary meetings already held. The whole South is already ablaze with interest and enthusiasm.

TWENTY-ONE YEARS.

OUR friends will recognize the fact, that, with this issue of the "AMERICAN JOURNAL OF EDUCATION," we close twenty-one years of continuous service as its Managing Editor in St. Louis.

We shall perhaps be permitted to say without egotism, that we have never missed an issue of the JOURNAL in twenty-one years, that we have always been in a condition mentally, physically and spiritually to "Edit" every paper.

In addition to this we have been able to respond to frequent calls for lectures and addresses on a large variety of topics of a Literary and Educational character, in nearly every State in the Union.

These twenty-one years of continuous service in these directions, have been years of great joy and pleasure to us.

We have had some honorable share in the great change which has been wrought in this and adjoining States in the extension and enlargement of the school system.

We have not been able, always, to agree in all the plans and measures of

our co-workers, and even occasionally we have had to "discipline" mildly some recalcitrant, jealous egotist—who has attempted to dictate or direct our policy and conduct.

These, for the most part, have subsided, however, and sunk out of sight in the stream upon which they floated, and others who have come after them have, we trust, learned wisdom from their folly.

We shall press on doing our duty, as we see it, we hope in yet larger measures, but with an humbler, kindlier spirit towards all.

In fact, the individual does not live, for whom we should not make haste to render a service, or for whom it would not be a sincere pleasure to help on and up by all means at our command.

Of the work yet before us, to educate in some degree, this growing population of sixty millions of people—on all sides—out of ignorance, bigotry and prejudice—into the duties and responsibilities of Christian Citizenship—we confess, we stand appalled in the presence of such a problem.

Trusting the time to come with great faith and with

"Hopes and friends infinite"

in the light of advancing years, with larger experience and a more profound study of the results of public education, the future seems to us radiant and now promises

"Upon this land
A thousand, thousand blessings."

HON. JUSTUS DARTT, State Superintendent of Vermont, says:

"This is an age of progress, and every public school in the State should be advancing to a higher standard of excellence, and every child in the State should receive the benefit of the best instruction possible to be provided, at the public expense; and every dollar of taxable property in the State should bear its full and equal proportion of this expense."

This is as true of all the other States as well as of Vermont.

On another page we print a petition for Federal Aid to Education from the surplus now on hand. We hope every one of the four hundred thousand teachers of the country will clip it out and sign it, and send it on to their Member of Congress, or send it to J. B. Merwin, Managing Editor AMERICAN JOURNAL OF EDUCATION, St. Louis, Mo.

It is a new era—this which our teachers represent—an era of intelligence, of virtue, of progress; for this we work; to the maintenance of this we are to devote our labor and our energies. It is worth all it costs.

INTELLIGENCE and virtue, such as our teachers establish, are only other names for genius and victory, which win all great battles. This is the providential law—permanent—eternal.

THE schools still need your aid; and let the people cite with pride, what you have done for them.

INTELLIGENCE alone repairs itself by its very exhaustion. The more it is diffused, the more it is prolific, so we write to speak for, and stand for the great things our teachers do.

OUR advertisers wish to reach the best and most influential class of people, and they like to hear when and where an advertisement is seen; so if our readers will mention the fact when they drop advertisers a line of inquiry in regard to their wares—that they found the matter in this Journal, it will be a benefit to all round.

It is reported that, in addition to the liberal gifts of money to Vanderbilt University at Nashville, Tenn., they have bought a large tract of land in North Carolina, and intend to devote \$1,000,000 to the establishment and endowment of an industrial and mechanical school.

ALL pupils should be taught to date, write, sign and properly direct letters before they leave school.

We do not forget that the President elect—while a member of the United States Senate, after a full and exhaustive discussion of the provisions of the Blair Bill, and the reasons given for its passage, *voted for the bill.*

We do not forget that Hon. L. Q. C. Lamar, one of the Judges of the Supreme Court, while a member of the United States Senate, made a speech in favor of, and *voted for the Blair Bill.*

We do not forget that Hon. Jas. H. Garland, the present Attorney General of the United States, while a member of the Senate, made a speech for and *voted for the passage of the Blair Bill.*

Forty-four United States Senators, representing all sections of the country and all shades of political belief, registered themselves in favor of distributing \$77,000,000 of the surplus now on hand for schools.

Now, then, let the teachers, school officers, tax-payers, parents, and all others, sign, circulate, and send us the petition printed on page 9 of this issue, for the passage of the Blair Bill.

Let the people inquire as to the length of the present school terms; in the country districts, where nine-tenths of the children get all the schooling they will ever get; then let them ascertain the rate of wages paid—and if they do not then see the absolute necessity for the passage of the Blair Bill, distributing \$77,000,000 for school purposes, let them consider the other startling fact that these amounts are based on the *illiteracy now existing*, and that illiteracy is *on the increase.*

This money is now on hand in the United States Treasury, useless.

Yes, keep these facts before the people until their active and persistent co-operation is secured for the enactment of this wise and beneficent measure.

Let the teachers sign petitions, and let school officers sign petitions, and let *tax-payers* sign petitions and send them in. See Petition on page 9.

We hope now that the *four hundred thousand teachers* in the United States, and the *ten times* this number of school officers and tax-payers will endorse the liberal and beneficent action of the Forty-four United States Senators who voted for the Blair Bill, and send in petitions for the *immediate* passage of this measure.

\$77,000,000 is worth a strong effort, especially when it will so largely inure to the education of the people; and this surplus is *on hand*, and more too. Let us all unite now and secure this money for education.

One change prepares the way for another. Things never go back precisely to what they were before.

AN INTERESTING TABLE.

"He doubles his gifts

Who gives in time."

—SHAK.

THE subjoined Table, prepared by the National Bureau of Education, will show you the exact sum each State and Territory will receive if the disbursement of \$77,000,000 of money is made as contemplated by the Blair Bill on the basis of illiteracy.

Every teacher, school officer, taxpayer, and all others who believe that intelligence is safer and better than ignorance in this nation, should study this table carefully—in the light and experience of our short school terms, and the inadequate compensation afforded our teachers.

The passage of the Blair Bill and the distribution of this \$77,000,000, will do much to remedy both these evils. We hope it will also help to remove the illiteracy of *six millions*, which is now actually on the *increase!*

Each State and territory will secure the following amounts:

Alabama.....	\$5,370,848 45
Arizona Territory.....	72,388 30
Arkansas.....	2,503,170 97
California.....	662,051 95
Colorado.....	120,738 50
Connecticut.....	352,202 22
Dakota Territory.....	59,737 09
Delaware.....	240,559 17
Florida.....	993,548 79
Georgia.....	6,448,482 66
Idaho Territory.....	22,031 23
Illinois.....	1,891,616 46
Indiana.....	1,372,441 26
Iowa.....	557,532 84
Kansas.....	489,147 72
Kentucky.....	4,316,930 63
Louisiana.....	3,945,051 48
Maine.....	274,708 81
Maryland.....	1,666,442 88
Massachusetts.....	1,152,116 61
Michigan.....	789,592 67
Minnesota.....	428,060 02
Mississippi.....	4,624,339 33
Missouri.....	2,586,674 03
Montana Territory.....	21,051 46
Nebraska.....	142,843 63
Nevada.....	50,419 04
New Hampshire.....	177,216 30
New Jersey.....	659,809 18
New Mexico.....	708,220 88
New York.....	2,721,066 98
North Carolina.....	5,749,121 37
Ohio.....	1,633,718 21
Oregon.....	91,978 52
Pennsylvania.....	2,825,324 98
Rhode Island.....	307,210 44
South Carolina.....	4,582,792 26
Tennessee.....	5,089,262 62
Texas.....	3,920,913 78
Utah Territory.....	109,363 10
Vermont.....	196,236 51
Virginia.....	5,332,498 25
Washington Territory.....	48,188 66
West Virginia.....	1,057,895 33
Wisconsin.....	688,420 08
Wyoming.....	6,889 40

Alaska (shares in the appropriation.

HOW IS IT?

What should like to hear from teachers on the following points:

What is the length of the school term now in your State?

What are the wages paid per month?

When are they paid?

Are the school terms long enough, and are the wages paid liberal enough, and are they paid promptly enough to secure *competent men and women* to properly educate the people for making just and wise laws for these States?

Did you look over the figures, and see what the school fund of your State will get when the Blair Bill passes?

GRAND OLD MISSOURI!

"I have done the State some service—
And they know't."

—SHAK.

THE recent election disproved the oft-repeated cry of Bourbonism, as applicable to Missouri.

The Republicans elected all the candidates who were entitled to consideration in the city—and more too—but the trustworthy and rationally progressive Democratic Mayor of St. Louis was advanced to the Gubernatorial position by the votes of the people of the State.

The only objection made to D. R. Francis was that he had advanced too rapidly and might have aspirations. Thus does history repeat itself, for Brutus, in vindicating his part in the conspiracy against Caesar, says:

"It must be by his death; and for my part, I know no personal cause to spurn at him, but for the general; he would be crowned;—How that might change his nature, there's the question.

* * * * *

I have not known when his affections swayed More than his reason. But 'tis common proof That lowliness is young Ambition's ladder."

But, as Patrick Henry remarked, "I have no light by which my feet are guided but the lamp of experience,"—and the JOURNAL ventures to affirm that D. R. Francis will yet receive recognition even from those who are politically opposed to him.

A man who is so thoroughly American as to begin with the lower rounds of the ladder; accept the drudgery which at first falls to his share: climbs to the top of business enterprise; and after acquiring position, wealth and experience, turns his attention to questions of State, is the fittest representative not only of civil service reform, but of American citizenship.

So far D. R. Francis has been equal to any position which he has been willing to accept, and can refer to all who have intelligent acquaintance with the conduct of public affairs and the manhood to admit patent truths.

Hence the JOURNAL looks to the future in the full assurance that D. R. Francis, in the more exalted stations yet to be his, will prove himself nei-

ther a sulking Achilles nor a pot-house politician; neither a mug-wump nor a partisan; neither a frequenter of the Dives nor a timid servant of Dives; but that, so far as his influence extends, he will lend his strength to the promotion of the best interests of Missouri as study may develop these. As himself a man of education, the great educational interests may expect somewhat more than the perfunctory attention compelled by voters; as himself a successful man of business, the financial interests of Missouri may hope to escape the tinkering of political bums; as a man, whose vested interests are great, he may be counted upon to bear matters with an equal hand and sacrifice no one interest to pressure from other interests.

NEW YORK.

"As you know

What great ones do—

The less will prattle of."

—SHAK.

THE New York *World*, during the week closing Nov. 10, reached the enormous total circulation of 2,686,215 copies—an average daily circulation of 369,459 copies. This is, probably, unprecedented in the history of any newspaper. Neither on this nor any other continent has this record ever before been attained in journalism.

We rejoice in this prosperity, and because of its ability and independence, we hope every one of our 160,000 readers will become readers of the *World*.

We offer it in connection with the AMERICAN JOURNAL OF EDUCATION, so as to give it to our subscribers at less rates than they can procure it in any other way.

But what does the *World* mean—or what can its Editor be thinking about in view of the *facts* it presents, editorially and otherwise, in opposing Federal Aid to Education? The *World* says:

"The Board of Education [in New York City] has very grave matters to consider. The school accommodation is *insufficient* to the needs of the city, and this *great evil* ought to be removed at any cost. The higher education of the children who are forced to depend on a public school education, so as to preserve that equality on which the Republic is founded, is of great interest."

A mother, in the same issue, writes to the Editor, pleading that he use "the power of *The World* to compel the Board of Education to give us this much-needed relief," saying, "I have two children that I want to send to school, and have been refused in both of the schools that I have applied to, as there was no room in either of them."

This mother also states that "there are hundreds of children in the vicin-

ity running about the street, for the want of room in the schools."

The Editor of the *World* must know this state of things is not only a menace, but that it is a shame to the Democratic city of New York.

Hon. Andrew S. Draper, in a late address stated, that "the average weekly wages of teachers in the towns last year was but seven dollars and seventy-six cents. This average, be it remembered, included the salaries of all the male principals, and teachers in the union schools and the larger villages.

"What, then, do you imagine was the pay of the teachers in the primitive and traditional cross-road school districts, of which there are thousands?

"Cases have come to my knowledge where teachers were working for one dollar and fifty cents a week and boarding themselves. And even for this they would have to wait many months."

We ask—in view of these facts—when it has been the established policy of this Government for more than FIFTY YEARS to aid education by the donation of money and land—why *The World* now opposes Federal Aid to Education?

The city of New York and the state of New York, according to the highest authority, greatly need—to-day—for immediate use, the three millions to which the State would be entitled if the \$77,000,000 was distributed on the basis of illiteracy, as provided for in the Blair Bill.

Why, then, does *The World* oppose this necessary and beneficent measure?

We hope the fair-minded, very able Editor of *The World* will find space for the presentation of these tables and for a candid discussion of the needs of the schools and the remedy for this growing illiteracy which is upon us.

THE SURPLUS REVENUE.

"Rich in both, title and revenue,
If justice had her right."

—SHAK.

THE fact is, that for nearly fifty years the policy of the United States Government has been one unquestioned, continuous donation of money and lands for educational purposes.

As far back as 1836 the Federal Government found itself with a surplus of revenue on its hands, and by act approved June 23, 1836, provision was made to deposit the same with the States in proportion to their representation. The amounts thus deposited with the States will be shown by the appended table:

Maine	\$ 955,838 25
New Hampshire	669,086 79
Massachusetts	1,338,173 58
Vermont	669,086 79
Connecticut	764,670 60

Rhode Island	382,335 30
New York	4,914,520 71
New Jersey	764,670 60
Pennsylvania	2,867,514 78
Delaware	286,751 49
Maryland	955,838 25
Virginia	2,198,427 99
North Carolina	1,433,757 39
South Carolina	1,051,422 09
Georgia	1,051,422 09
Alabama	689,086 79
Louisiana	477,919 14
Mississippi	382,335 30
Tennessee	1,433,757 39
Kentucky	1,433,757 39
Ohio	2,007,260 34
Missouri	382,335 30
Indiana	860,254 44
Illinois	477,919 14
Michigan	286,751 49
Arkansas	286,751 49

Total

And although the law making this distribution provides for the return of the money to the Federal Treasury "whenever the same shall be required by the Secretary of the Treasury for the purpose of defraying any wants of the public Treasury," yet no such requirement has ever been made.

Thus we see that for nearly fifty years past the States have enjoyed a practical donation from the Federal Government of more than twenty-eight millions in actual money, which in almost if not quite every instance has been converted into the school funds of the several States.

MONEY AND LANDS.

"Immediate are my needs, and my relief
Must not be tossed and turned away."
—SHAK.

BOTH money and lands have been continuously granted for educational purposes—all along in the history of the United States.

We call attention to the following table of lands granted for school purposes which will be of interest to all who desire to be well informed on this point as illustrating the policy of the Government on this subject:

State.	Acres.	Year.
Ohio	704,483	1803
Indiana	650,317	1816
Illinois	985,066	1818
Missouri	1,199,130	1820
Alabama	902,774	1819
Mississippi	637,584	1803
Louisiana	786,044	1806
Michigan	1,067,397	1836
Arkansas	886,460	1836
Florida	908,503	1845
Iowa	905,144	1845
Wisconsin	958,649	1846
California	6,719,324	1853
Minnesota	2,969,990	1857
Oregon	3,329,706	1859
Kansas	2,801,306	1861
Nevada	3,935,428	1864
Nebraska	2,702,044	1864
Colorado	3,715,555	1875

In addition to these grants to the States there have been donated over

30,000,000 acres in the eight organized Territories of the United States making an aggregate of lands granted to the States and territories for school purposes of 67,893,919 acres.

Then, for the purpose of aiding in the establishment of universities, still other lands have been donated to the States and Territories, amounting in all to 1,165,520 acres.

Hon. D. W. Voorhees, in his great speech for Federal Aid, said:

"I see that one university in Indiana is put down in this official report as the recipient of over \$212,000 in money, proceeds of the sale of land scrip which was issued to Indiana in lieu of land that she could not locate within her borders.

There are some striking revelations in these statistics.

THE NEED OF THE SOUTH.

The need of the south is very sore, and yet abundance has in some instances been given where nothing was needed. California, coming into this Union thirty years ago with a crown of gold upon her head and untold wealth in all her lands, was the recipient from the Government of nearly

SEVEN MILLION acres of land for educational purposes. She was rich—with a magnificent future before her; yet the power of the Government we thought to be equal to the task of giving her a great domain besides; now it is denied to the States that are poor and depressed indeed."

These donations, said the senator, have "resulted in vast assistance to the cause of education within all the States. They illustrate the fact that Federal assistance has taken every shape."

"I hail this great measure as the most progressive and powerful movement for reconciliation, peace and harmony that has been known in the history of this Government."

Let us pass a bill that shall not be objectionable, granting Federal Aid for education on the basis of illiteracy, leaving it optional with States to take it or not, as they may elect.

THE REMEDY.

"No sooner knew the reason,
Than they sought the remedy."
—SHAK.

THE *Educational News* of Philadelphia asks with some concern whether or not school directors "should read?"

On general principles we should say, "yes," school directors should read, but as to whether they should read the so-called "educational papers," or not, is a question of doubt. We should say "no," to this emphatically.

School directors would have a very poor opinion of our teachers if they were to read the silly "methods" and questions presented and discussed by these so-called "educational journals." The "milk-and-water diet"

furnished, would very soon disgust any sensible man or woman, and they would think less of the fraternity than they do at present, if such a thing were possible.

Most of these papers are filled with carping, sour, unprofitable criticisms, showing the failings and shortcomings of the teachers; belittling their work and their influence among their pupils, and patrons, and the tax payers, until we wonder that schools are sustained, even three months in the year!

With a very few exceptions, we could take these so-called "educational papers," and, by quotations from their columns, defeat any appropriations for school purposes in almost any ordinary community.

There are people who go so far in this direction of pulling down and belittling the work done by our teachers as to gather these malign statements into book form and try to sell them and circulate them among the people.

Not content with this sort of garbage, picked up in the United States, they import more of it, and call it "Hughes' Mistakes of Teachers."

Now when our teachers learn not only to discard this sort of nonsense and the whole brood of maligners who spend their time and strength and what little influence they have got in these misrepresentations, and go to the

TEXT BOOKS

for "methods," and the editors get out of and above this "milk-and-water" phase of the question of education, and discuss the question on the basis of ethics and political economy, then they will not only deserve but command attention.

The school directors and tax-payers and legislators and judges and students of social science will read "educational papers." They will want—need—and must have—the information given.

Give us "educational papers" of this stamp, and then the remedy for short school terms—for frequent changes of position—for the "pittance" given for teaching, called for the sake of politeness a "salary"—give us papers of this stamp, and school directors will read and be profited and interested, and a change will come over the whole subject of Public Education.

The *News* says (but we doubt the statement) "every board has in its power to subscribe to such papers for the benefit of the school district. A few do so, not only for the benefit of the teachers, but also for the benefit of the school officers themselves, and whenever such is the plan pursued we find the schools in a commendable condition, and better work is of course also secured from the teachers. Where school officers are close students of the school and its possibilities, it is natural to expect that the teachers also will be more interested and conscientious in their work."

ARKANSAS

EDITION

American Journal of Education.

\$1.00 per year in advance.

FRANK J. WISE, Pine Bluff, Ark., } Editors.
J. B. MERWIN.....

ARKANSAS will receive an addition to her school fund when the Blair Bill is passed, of \$2,503,170.97. This is certainly worth a persistent effort.

We hope every teacher, tax payer, and school officer in the State will sign and send us the petition for Federal aid printed on page 9. Get others to sign it with you.

THE world is full of promise for those who become practically educated. The avenues of commerce, agriculture, manufacture, mining, trade and finance, opening wider and more inviting than ever before, and these become permanent sources of prosperity and wealth, not only to the individual, but to the State.

TENNESSEE.

"I have those hopes of her
That education promises."

—SHAK.

THE *Memphis Daily Appeal* of Nov. 17th, contains various articles of interest to school people.

It cites State Supt. Frank M. Smith as urging upon the County Courts of Tennessee the necessity for a careful selection of

COUNTY SUPERINTENDENTS, and for greater protection to the local school funds.

It cites from the *Charleston News and Courier*, the statement that "the one ray of light amidst the gloom of political defeat, comes from the proposed revival of the Blair educational Bill, which, hitherto, has been opposed by some Democrats, and by not a few Republicans."

The *Daily Appeal* indorses the assertion of the *Charleston News and Courier*, "that the vast majority of the people of the South are heartily in favor of the measure;" that "they are in favor of it because they see no hope, except through education, of improving the colored people. There may be but little hope in education; time alone can prove. Even education is but an experiment, but it is an experiment which should and must be tried. States like South Carolina cannot give the colored people the full educational opportunities which they ought to have unless assisted by the general government. The ignorance and irresponsibility of the colored voters are dangers to the Republic. This danger was created by Federal legislation, and by legislation forced upon the seceding States. It is only right and just, therefore, that a so extreme a condition, there should be an extreme remedy."

The JOURNAL has persistently called

attention to the needs of the South, and to the popular demand for the Blair Bill. It indorses the statements quoted by the *Memphis Daily Appeal*, but regards the Blair Bill as but an act of justice, rather than as "an extreme remedy."

TENNESSEE would receive for educational purpose by the passage of the Blair Bill.

Five millions, eighty-nine thousand, two hundred and sixty two dollars and sixty-two cents.

We hope every teacher, tax-payer and school officer in the state will sign and circulate the Petition, printed on page 9 of this issue, for the passage of the Bill, and send it to the Editor of the AMERICAN JOURNAL OF EDUCATION.

The *Appeal* cites the *Okolona Messenger* as authority for the statement that the State of Mississippi lost of her school fund \$1,000,000 by loans to the Railroads. Can this be true?

LET US sow broadcast these wise words of Prof. S. S. Parr, Principal DePauw Normal School, Indiana.

He says: "The live teacher who provides himself or herself, or who is provided with the proper tools for teaching, commands from \$10 to \$50 more per month than those who are not thus provided, because so much more work can be done in the school room, and so much better work can be done with these proper tools for teaching."

All the while with these helps our teachers are generating new forces which play through them and pass beyond them into the lives of their pupils, and into imperishable instruction and inspiration for good.

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PASSE ROSE.

By ARTHUR HERBURN HARDY, author of "But Yet a Woman," etc. This began in the September number, and will continue until April.

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The Atlantic for 1889.

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The November and December numbers of the Atlantic will be sent free of charge to New Subscribers whose subscriptions for 1889 are received before December 20th.

American Poets' Calendar for 1889

The Calendar includes portraits of Longfellow, Emerson, Whittier, Holmes, Lowell, and Hawthorne, with selections for each day from their works. Price \$1.00.

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WANTED—TEACHERS—Send 10c (silver) for insertion of your name and address in U. S. School Directory for 1890. It will bring you hundreds of papers, valuable samples, chances to make money, get situations, etc. ABNER J. SMITH, Eastwood, Ky. 12-21-3t

HOW TO DO IT.

"I shall the effect of this good lesson keep."
—SHAK.

EMERSON says the real teacher, the true scholar, "will feel that the richest romance—the noblest fiction that was ever woven—the heart and soul of beauty—lies enclosed in human life. Itself of surpassing value, it is also the richest material for his creations.

How shall he know its secrets of tenderness, of terror, of will, and of fate? How can he catch and keep the strain of upper music that peals from it? Its laws are concealed under the details of daily action. All action is an experiment upon them. He must bear his share of the common load. He must work with men in houses, on the streets, on the farms, and not with their names in books. His needs, appetites, talents, affections, accomplishments, are keys that open to him the beautiful museum of human life. Why should he read it as an Arabian tale, and not know, in his own beating bosom, its sweet and smart?

Out of love and hatred, out of earnings and borrowings, and lendings, and losses; out of sickness and pain; out of wooing and worshipping; out of traveling, and voting, and watching, and caring; out of disgrace and contempt—comes our tuition in the serene and beautiful laws.

Let him not slur his lesson; let him learn it by heart. Let him endeavor exactly, bravely, and cheerfully, to solve the problem of that life which is set before him.

And this by punctual action, and not by promises or dreams. Believing, as in God, in the presence and favor of the grandest influences, let him deserve that favor, and learn how to receive and use it, by fidelity also to the daily duties of life."

SCHOOL teachers should act with each other and for each other. Independence or individualism is a sort of barbarism, each acting as he pleases at his own risk and peril. The school is a community; teaching politeness, forbearance and unity of purpose and action, making each and all alike strong and wise too. This is the work our teachers are doing constantly.

THOSE teachers who go to the textbooks for "methods," draw from living, vital sources, the recorded wisdom of competent instructors, and do not depend upon a mere "whim" that neophytes put forth as an experiment. Time, life and passing opportunity, are all too valuable to be thus wasted. Better stick to the text-books.

LET us, as teachers, be encouraged by the knowledge of our past successes; they are an assurance of greater victories yet in store for us, and the people too.

THE worst is never true of anybody!

IGNORANCE COSTS.

"That obedient right
Which both thy duty owes,
And our power claims."
—SHAK.

GOV. BROCKMEYER, in his unanswerable argument on "the Right and Power of the State to tax the property of the State to maintain Public Schools," said:

"Obedience to the law is not all that the State demands of its citizens.

This, indeed, is but the humblest demand. And, if we recognized it as incumbent upon the State, that before it could demand obedience to its law from the citizen, it should render a knowledge of the law possible to the citizen, what shall we say of the duty of the Government in this respect, when we find that it demands not merely obedience to the law, but also that the citizen *should make the law*."

Are we educating up to this requirement, so that "the citizen" can make the law—wisely and justly—or do we smart for, and pay for the lack of this knowledge on the part of our law makers?

BIOGRAPHY AND HISTORY.

"If I should tell my history."
—SHAK.

TO our teachers and their pupils, as Emerson says, "the whole value of history, of biography, is to increase my self-trust, by demonstrating what man can be and do.

This is the moral of the Plutarchs, the Tennemans, the Quidworths, who give us the story of men or opinions.

Any history of philosophy fortifies my faith in the treasures of the soul, by showing me, that what high dogmas I had supposed were the rare and late fruit of a cumulative culture, and only now possible to some recent Kant or Fichte—were the prompt improvisations of the earliest inquirers; of Parmenides, Heraclitus, and Xenophanes. In view of these students, the soul seems to whisper, 'There is a better way than this indolent learning of another. Leave me alone; do not teach me out of Leibnitz or Schelling, and I shall find it out myself.'

Still more do we owe to biography the fortification of our hope.

If you would know the power of character, see how much you would impoverish the world, if you could take clean out of history the life of Milton, of Shakespeare, of Plato—these three—and cause them not to be. See you not, instantly, how much less the power of man would be! I console myself in the poverty of my present thoughts, in the scarcity of great men, in the malignity and dullness of the nations, by falling back on these sublime recollections, and seeing what the prolific soul could beget on actual nature—seeing that Plato was, and Shakespeare and Milton—three irrefragable facts. Then I dare; I also will essay to be.

The humblest, the most hopeless,

in view of these radiant facts, may now theorize and hope.

In spite of all the rueful abortions that squeak and gibber in the street, in spite of slumber and guilt, in spite of the army, the bar-room and the jail, have been these glorious manifestations of the mind; and I will thank my great brothers so truly for the admonition of their being, as to endeavor also to be just and bold, to aspire and to speak. Plotinus too, and Spinoza, and the immortal bards of philosophy—that which they have written out with patient courage, makes me bold. No more will I dismiss, with haste, the visions which flash and sparkle across my sky; but observe them, approach them, domesticate them, brood on them, and thus draw out of the past, genuine life for the present hour."

YOUNG men should read the newspapers—particularly those relating to their calling or business, and keep thoroughly posted in regard to the transactions of the world. He who doesn't consult the newspapers, will soon find himself and his business left behind.

LET us pay adequate salaries to secure competent men and women to conduct the schools in all the States—at least nine months out of the twelve.

LET us increase the length of the school terms in all the States, and the compensation of competent teachers at the same time. If we are not able to do this, then pass the Blair Bill and secure the money to do our teachers this justice.

Consult the figures on page 4, as to what money your State will secure by the passage of the Blair Bill, and then sign and send us the petition printed on page 9. Get all your friends to sign it too.

LET us waste no more time upon abstract discussions on the right of this Government to educate the people, but proceed at once to furnish the means to do this.

A MAN, regarded in a religious light, is as much as the entire human race; and from the moment that we have conceived the idea of an immortal soul, we have no right to decide what is the degree of importance which an individual holds in his relation to the whole body.

BENJAMIN HARRISON, President-elect of the United States, sprang originally it is said, from the proud old Harrisons of Brandon, Virginia.

OUR teachers undertake a conquest of which the effects upon civilization, commerce and the progress of the world are incalculable; hence, time and location do not enter into their calculation as it does into that of the mere politician.

HERMES, thrice great for his great learning and virtue, first divided the day into hours, and was alchemist pre-eminent—*hermetical*, sealed so that nothing can escape.

THE first woman to be elected to a school trusteeship in New Hampshire is the wife of Senator Blair, author of the Blair Bill.

SOME of our Democratic friends say that the "official returns" of the election will not really be in until after the 4th of March.



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TEXAS

EDITION

American Journal of Education.

\$1.00 per year in advance.

W. S. SUTTON, Houston, Tex... } Editors.
J. B. MERWIN..... }

THE schools of Galveston, Houston, Fort Worth, San Antonio, Dallas, and scores of other towns and cities of the South, are doing as good work, and as much of it as is done in the schools of Boston or New York or Philadelphia or Chicago.

THE numerous friends of Dr. J. H. Baldwin, President of the Sam Houston Normal Institute of Huntsville, Texas, will be glad to learn that he has returned from California fully restored to health, and is at his post of duty working with his old time vim and enthusiasm.

Mr. J. V. Williamson, of Philadelphia, proposes to give \$12,000,000 for the establishment of an industrial training school and home for boys, and he remarks, in an incidental way, that if \$12,000,000 is not enough, he will double that amount.

To our teachers—over four hundred thousand of them—each by their individual work and power is entrusted the great duty of impelling society upon its forward march.

THE highest end of government is the culture of men; property will take care of itself. If all men are educated, the laws and all other institutions will be improved; for moral sentiment, and not selfish greed, will write the laws of the land and dictate conduct.

THE real progress of man is through intellectual and moral advance. Of these our teachers are the vanguard. They teach, the people learn, and become strong.

THE highest place to the teacher—the thinker. This it is to be great—this it is to live and to be immortal.

No one can foresee the light and the power which comes from the work our teachers are doing.

WISDOM, talent, and virtue are the only distinctions a democracy should recognize.

If we are not able, in all the States, to pay a minimum salary of \$50 per month, and to keep the schools open at least nine months out of the twelve—then let the \$77,000,000 of the surplus of money belonging to the people, now locked up in the United States Treasury, be distributed without delay on the basis of illiteracy. We are able to give every child in this Nation a good common school Education. That is the primary duty now pressing upon us.

PROF. ALEXANDER HOGG,
SUPT. SCHOOLS, FORT WORTH, TEX.
"The business of this man looks out of him;
We'll hear him what he says" —SHAK.



PROF. ALEXANDER HOGG, one of the Vice-Presidents of the National Teachers' Association, has been for years a close student of this problem of Education, not only on its ethical side, but as a practical question of political economy. He has written much that has been read and published in the North as well as in the South.

Large quotations have been made from his speeches by the members of the United States Senate as well as in the House of Representatives, so that, with the exception of Roger Q. Mills and his Tariff measure in the House, and Senator Regan in the other end of the Capitol in connection with the Inter-State Commerce bill, Prof. Hogg is more widely known and read and quoted than all the rest of the Texas delegation in Congress put together.

He is, from necessity, conservative and careful in his statements. He is by birth a Virginian, and by adoption a Texan, and above all an American citizen. He feels a natural and growing pride in these States; but he has looked this problem of illiteracy in the face, has given it careful study, as we before stated, as a question of political economy, until he knows the truth of the statement of Shakespeare that

"Ignorance is the curse of God,
Knowledge, the wing, wherewith we fly to
heaven."

Having thus carefully studied this problem, he feels that it is the part of wisdom to grapple with it and to remove it by every possible legitimate effort, rather than to deny it, and undertake with Senators Regan and Coke to cover it up and ignore it—that cannot be done—it is not wise to undertake to do this—but Prof. Hogg states clearly and unanswerably the reasons for this condition of things and these statements are entitled to careful consideration. He says that:

"Illiteracy is increasing at a fearful rate even among the white citizens of Texas;" and he proceeds to demonstrate these facts.

In 1870 there were only 17,505 illiter-

ate white voters, but in 1880 there were 33,085. There you have the startling increase of illiteracy among the white voting Texans of 90 per cent. The colored illiterates numbered 47,235 voters in 1870 and 55,699 in 1880, an increase of 26 per cent.

But I am not willing to pass this large increase in illiterate voters in Texas without explaining how it is that my state should have gained in this downward movement so rapidly. Some of these voters are from old Virginia, some from the Carolinas, from Georgia, and not a few from Alabama, Mississippi and Louisiana. This increase in illiteracy in the voting population has not been confined alone to the states mentioned. The fact is that, with the exception of little Delaware, the increase of illiterate voters in the south from 1870 to 1880 amounted to 187,671. In this "downward race" it is a little singular that the white and colored have kept so close together, but it shows that the education needed is not wholly for "the brother in black."

It may be justly asked, why should there be such an increase in the white illiteracy? It is simply because these voters are the sons of the fathers who laid down their lives, sacrificed their all, in the unhappy struggle for what they believed to be right. Their children, daughters as well as sons, were without school facilities. They really had no time to go to school, but with their mothers at home, were struggling for something to eat.

The census of 1880 shows, that there are in Kentucky, above the age of twenty-one, of white women who can not write 22.8 per cent; and in North Carolina there are 33.4 per cent, of white women who can not write. If in the death of these fathers and mothers illiteracy should cease we should have hope for the republic; but upon investigation it will be found that illiteracy is not only increasing but that it is an inheritance that multiplies with each succeeding year.

Under the provisions of the Blair Bill, were it to become a law, Connecticut Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island and Vermont, with a population of 12,724,322, would receive \$3,099,990 or 24 cents per capita. Texas with a population by the same census of only 1,591,749, would receive \$2.44 per capita, or ten times as much as these great states. That shows our disadvantage.

OUR DISADVANTAGE.

Little Alabama would receive seventeen times as much as those states. California, Colorado, Illinois, Iowa, Indiana, Kansas, Michigan, Minnesota, Missouri, Nebraska, Ohio, Wisconsin, and Oregon with a population of 18,462,723 would receive \$4,486,990 or 24 cents per capita. Georgia with a population of 1,542,180, would receive \$3,042,150 or nearly \$4 per capita, near-

ly seventeen times as much as all these great states.

Why is this? Simply because Georgia has seventeen times as much illiteracy as all this vast territory, teeming with millions of happy people who received their federal aid in grants of land from Virginia and the general government for school purposes. Need more be said upon the "necessity" of this aid?

Our Southern States are positively doing all they can, and are doing more proportionately than the favored states of the north more according to their means than the foremost states of this Union.

BETTER TRAINED TEACHERS.

"Winning will put any man into courage."

—SHAK.

WE need in all the States more competent and better trained teachers. This great need has been so much felt that the managers of the "Peabody Fund" have appropriated large amounts for this purpose in Texas, Tennessee and other States in the South.

This fund has been of immense advantage in several of these States.

Hon. Oscar Cooper, State Superintendent of Schools in Texas, is cognizant of the fact that the Peabody Fund has been of great service and no detriment to that State, and hence we do not see why that he, and the Senators and most of the Representatives from Texas, oppose Federal Aid to Education.

Why should Federal Aid do more harm than "aid" from the Peabody Fund?

If aid is needed—and it certainly is—why oppose Federal Aid?

The money is now in the treasury; the people have paid this money; they need it now for education in all the Southern States.

What disposition can be made of this surplus now on hand that will help the people so directly and so permanently as Federal Aid to education? Let us pass the Blair Bill for educational purposes, and

TEXAS would receive

Three millions, nine hundred and twenty thousand, nine hundred and thirteen dollars and seventy eight cents.

THE JOURNAL has published the law under which school or district libraries may be founded in Missouri; it has dwelt upon the reasons which should impel teachers to form libraries and reading circles; it has suggested valuable books whose price is small. Now let us hear from some of our readers who have put these suggestions into action.

"Vor's der matter mit me? I vas here in dis gountry only ten months already und dis week I vas a shudge of elegion?"

PETITION FOR NATIONAL AID FOR EDUCATION.

TO THE SENATE AND HOUSE OF REPRESENTATIVES OF THE UNITED STATES OF AMERICA:

THE undersigned Citizens of.....

believe that the prosperity, happiness and perpetuity of the Republic and of free institutions, both State and National, depend upon the intelligence and virtue of the people; that ignorance among the masses of the people now exists to such a degree as to threaten the destruction of these institutions unless its progress can be arrested by the general establishment and liberal support of a system of Public Schools, which shall make the privileges of Education in the common branches of knowledge free to all the children of the whole country, without reference to race, color or previous condition in life; that such a system of schools should be in part temporarily aided at least, by contributions from the surplus now on hand in the Treasury of the United States.

We believe this aid is necessary—we believe it is just—and we believe, with the FORTY-FOUR SENATORS, the former CHIEF JUSTICE of the Supreme Court, and the ATTORNEY GENERAL of the UNITED STATES, that such aid is CONSTITUTIONAL, and is embraced in the following Preamble—

'We, the people of the United States, in order to form a more perfect Union, establish Justice, insure Tranquillity, provide for the Common Defence, promote the General Welfare, and secure the blessings of LIBERTY to ourselves and our POSTERITY, do ordain and establish is CONSTITUTION for the United States of America.'

We, therefore, earnestly pray for the enactment of a law embracing in substance the provisions of the bill passed twice by the Senate of the United States, and endorsed by Forty-four Senators, known as the "Blair Bill," making appropriations to be expended upon the basis of illiteracy in the several States and Territories of the whole country.

NAMES.

P. O. ADDRESS.

Please clip this out and paste it on to a sheet which will hold 50 names. Secure them and send them without delay to your Representative in Congress, or to

J. B. MERWIN, Managing Editor AMERICAN JOURNAL OF EDUCATION, St. Louis, Mo.

PLEASE remember that forty-four United States Senators say that the important work done by the teachers in the United States, even with short terms and small pay, is so valuable that they are not only willing, but anxious, to supplement it, by appropriating \$77,000,000 to aid and extend it.

What do the four hundred thousand teachers say to this proposition? Are they co-operating—each and all of them—and are they securing, by an intelligent discussion of the needs of the schools, and the provisions of the Blair Bill, the co-operation of all their friends to secure the passage of this all-important measure?

Please to read carefully the above Petition, and sign it, and secure other signatures, and send it to your Member of Congress, or to J. B. Merwin, Managing Editor of AMERICAN JOURNAL OF EDUCATION, St. Louis, Mo.

THIS is the day when environment, as a factor in life, is much dwelt upon. There can be no better environment for teacher or pupil than a collection of good books. Let our teachers create such an environment by establishing a reading circle and a library in every school district. The school law favors this measure. Have you read it?

WHY be content to merely wonder when you can transfigure yourself? Acquaintance with such as Emerson, Lowell and Stedman, will widen your horizon and light up the dark corners of your life. Such men elevate, dignify and strengthen their readers, and increase their power for action. They offer you their shoulders to stand upon; how can you refuse?

A HIGH sense of national honor, that everlasting fire which alone keeps patriotism warm in the hearts of its citizens, we cannot guard with a care too vigilant, and a jealousy too acute.

A nation without the conservative influence of patriotic piety, may well say to corruption, thou art my father, and to the worm, thou art my mother and my sister.

Every citizen, be his calling what it may, should bear the rose of heaven's purity on his cheek and the fire of liberty and intelligence in his eye.

CONTACT with the good, the beautiful, and the true, is the result of the work our teachers are doing—they open up the pathway to light and to intelligence, and to morality and spirituality.

Who can estimate the possible quantity of intelligence, good-will and safety to the commonwealth, the real teacher brings to the people by his or her work.

\$77,000,000 of the surplus now on hand—devoted to education—will increase the length of the school term in all the States.

It will increase the wages and standing and respectability and usefulness of every teacher in all the States.

It will help the school officers to provide more liberal and prompt compensation in all the States.

It will add to the prosperity and happiness and intelligence of the people in all the States. It will hold in check crime and lawlessness and reduce taxation in all the States.

THE LESSON TAUGHT.

"Thy frank election make,
Thou hast power to choose"

—SHAK.

THE JOURNAL sees in the recent election a fresh vindication of the usefulness of our Public Schools. Despite the excitement of passion, of appetites, of self-interest, the American alone among the peoples of the world, is able to compel himself to be orderly, respectful of the will of the majority, and to abstain from those bloody altercations which have disfigured the popular history of other countries—England not excepted. In a catechetical knowledge of the Constitution, the average American may be deficient; he may, owing to the craze for methods, or the shortness of his school life, be somewhat lacking in his grammatical excellence; in his grasp of science and art and in the refinements of courtly society he may leave somewhat to be desired; but he has learned, however short his life in the Public Schools, to believe in and to assert the fundamental principles of all good social government.

"Unless above himself; he can erect himself, how vile a thing is man?" but the man who, in despite of his social obscurity, is willing to subject his appetites, his passions, his action, to the self-imposed government of reason, is the proudest triumph which the highest civilization could seek or produce.

BUT what is the use of being unhappy; if clouding the face would clear the track, there might be some utility in getting "the blues."

OUR teachers are the liberators of the people; not their dependents and scourges.

To awaken the people from the lethargy and stupor of ignorance in every State—this is what remains for our teachers to accomplish.

Let us be patient, resolute, well-disciplined and united, and victory will crown our efforts in this onward march of educating the people.

INTELLIGENCE is like the sun in its illuminating power! blind are those who do not see this.

OUR tax-payers and school officers, too understand now that good Blackboards all around the school-room; a good set of outline Maps, and an eight inch Globe, are, to the teacher in his work, what the sledge hammer is to the blacksmith, the saw to the carpenter, the axe to the woodsman, or the plow to the farmer.

The time and expense of the teacher and the pupils in the school go on from the day it opens. If you do not give the teachers and pupils these "tools to work with," but comparatively little can be accomplished. Therefore, no district, however poor, can afford to do without these necessary helps, and provision should be made for supplying them as much as for the roof of the school-house or the floor to the building.

Pupils need them; teachers need them; economy demands them; and the school law of Illinois says wisely (see secs. 43 and 48) that directors shall provide these necessary articles.

ILLINOIS

EDITION

American Journal of Education.

\$1.00 per year in advance.

E. N. ANDREWS, Chicago..... } Editors.
J. B. MERWIN }

THE resources of this Nation are fully adequate to give every child born in it a good Common School Education and this much must be insisted upon, and will be, until it is accomplished.

This right must not only be vindicated, but established in all the States.

The State exists for this purpose—primarily and ultimately.

THE school fund of Illinois (as see page 4) will be increased by the passage of the Blair Bill nearly *two millions* of dollars. The twenty thousand teachers of the State are doing a great work, but the school terms are too short and the compensation given is altogether inadequate.

The teachers *earn* and deserve larger salaries.

We hope they will sign and send us the petition for Federal Aid printed on page 9, and secure the signature of all the tax payers and school officers too. Do not delay this matter.

WE prefer to provoke the ill will of individuals who stand for ignorance, vice and crime, rather than to take the risk of suffering the defeat of a great principle.

EVERY deputation from the people are entitled to consideration and should be heard by the house of Representatives.

IGNORANCE is debasement. Of course there will be violence, unless we teach the people the power and majesty of justice and obedience to law. Our schools do this constantly.

WHAT can persons be thinking of who reside in this country, enjoy its privileges and its protection, and yet refuse to take part in the elections?

Do they suppose that because they refuse to discharge this obligation, they cease to owe it?

DON'T you often, when you are watching and hoping for anything, take a kind of clear comfort the longer you wait? Because then it seems as if it must come soon.

OUR schools teach constantly not only the wants but the rights of the people, and inculcate for these a profound, elevated, and delicate respect. They are worth vastly more than they cost.

YES—our teachers are young. Well is it in one sense, that it is so. This nation could not stand the injustice involved in the present starving wages paid our teachers—if they were older.

How much we demand of our teachers for the mere pittance we pay them.

The teacher must have infinite patience for details—knowledge of men as well as of children—foresight into the future so he can link it to present study and duty—fertility of expedients—affability of manners—energy of will—the instinct and ability to command—the confidence of the community, and a universal ability that, in other positions, would command an adequate salary for present needs and for future wants.

Do we do our teachers justice in the way of compensation?

GIFTS.

"With this strong virtue
He hath a heavenly gift of prophecy."
—SHAK.

"LET the teacher and scholar" says Emerson, "appreciate this combination of gifts, which, applied to better purpose, make true wisdom

He is a revealer of things. Let him first learn the things. Let him not—too eager to grasp some badge of reward—omit the work to be done.

Let him know, that, though the success of the market is in the reward, true success is the doing; that in the private obedience to his mind; in the sedulous inquiry, day after day, year after year, to know how the thing stands; in the use of all means, and most in the reverence of the humble commerce and humble needs of life—to hearken what *they* say, and so, by mutual reaction of thought and life, to make thought solid, and life wise; and in a contempt for the gabble of to-day's opinions, the secret of the world is to be learned, and the skill truly to unfold it is acquired. Or, rather, is it not, that, by this discipline, the refractoriness of the usurping senses and of the perverted will is overcome, and the lower faculties of man are subdued to docility; through which, as an unobstructed channel, the soul now easily and gladly flows?

The good scholar will not refuse to bear the yoke in his youth; to know, if he can, the uttermost secret of toil and endurance; to make his own hands acquainted with the soil by which he is fed, and the sweat that goes before comfort and luxury.

Let him pay his tithe, and serve the world as a true and noble man; never forgetting to worship the immortal divinities, who whisper to the poet, and make him the utterer of melodies that pierce the ear of eternal time.

If he have this twofold goodness—the drill and the inspiration, then he has health; then he is a whole, and not a fragment; and the perfection of his endowment will appear in his compositions. Indeed, this twofold merit, characterizes ever the productions of great masters.

The man of genius should occupy

the whole space between God or pure mind, and the multitude of uneducated men.

He must draw from the infinite Reason, on one side; and he must penetrate into the heart and sense of the crowd, on the other. From one he must draw his strength; to the other, he must owe his aim.

The one yokes him to the real; the other, to the apparent. At one pole, is Reason; at the other, Common Sense. If he be defective at either extreme of the scale, his philosophy will seem low and utilitarian; or it will appear too vague and indefinite for the uses of life."

CONNECTICUT.

"You have deserved
High commendation."
—SHAK.

THE subject of "free text-books" for all pupils in the Public Schools, commands not only the attention but the votes of the people in many of the best towns and cities of the State.

Waterbury has voted to furnish free text books to the public schools, and New Haven expects to do so at the next town election.

At the State Teachers' Association, recently held in Hartford, Mr. F. H. Beebe, principal of the High school in Willimantic read an essay on "The newspaper in school." Mr. Homer Latham of Gales Ferry read a paper on "Organization of Ungraded Schools," and H. S. Young of New Milford led the discussion which followed.

State Secretary Hine introduced State Superintendent Draper of New York, who said that the question how to bring up the efficiency of our ungraded schools to a proper standing is one of the gravest educational problems. Miss C. W. Mingins of the New Britain Normal School gave an interesting talk, explaining how much kindergarten work it is possible to do among ungraded pupils.

Mr. Thomas M. Ballet, Superintendent of Public Schools at Springfield, read a paper on the "Consolidation of Studies." The membership of the Connecticut Association numbers 500.

The teachers of Connecticut will do themselves and their co-workers in other States an essential service if they will clip out, circulate largely, and sign the petition for Federal Aid printed on page 9 of this issue. Illiteracy is on the increase in a number of States.

Will you please to write the name of the postoffice, county and State very plain, when you order the AMERICAN JOURNAL OF EDUCATION, and then be sure and sign your own name and write plain and clear so that it can be read and recorded properly—you will then get this paper promptly.

NEBRASKA.

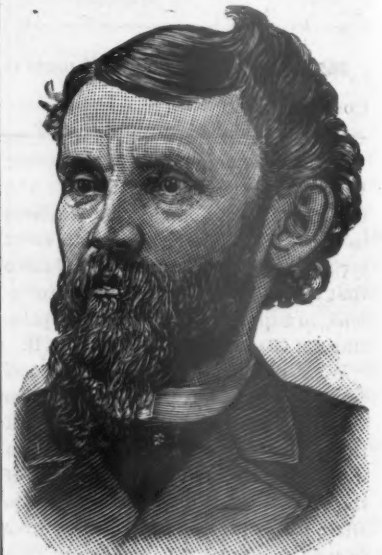
"We have all great cause
To give great thanks."
—SHAK.

WE shall all of us, perhaps, get a better idea of the wide field of effort our teachers in this State occupy if we add to, rather than take from, this description of the Ulysses (Neb.) Dispatch:

"Every morning, during the corn-planting season, the farmers of Nebraska go out into a corn-field larger than the whole State of New Jersey. Every noon during the harvest they go into a dinner from a wheat field which contains 400,000 acres more than the whole State of Delaware, and every night Mary calls the cattle home from a pasture larger than the State of Pennsylvania."

Certainly, to train for citizenship for such a State—for all the States—demands the first order of talent as well as the greatest devotion on the part of our teachers.

In the city of Humboldt,



PROF. N. E. LEACH

seems to be achieving as much success and popularity in organizing and conducting the schools, as in St. Paul.

We give a programme of the Reading Circle of the Senior Class in the High School, which we clip from the "School Column" of one of the local papers.

The Reading Circle of the Senior Class meets at N. E. Leach's, with the following programme:
John Greenleaf Whittier (author) to be discussed.

Music.
Roll call.
His biography, Grace Jones.
Selections from his writings, Sophia Uhre.
Review of his prose, Viola Bush.
Selection, Edith Miller.
Review of his poetry, John Rothenberger.

Selection, Frank Novak.
Character, Allie Craig.
Selection, Huber Morris.
Music.

Report of Critic.
Committee—Howard Jones, John Rothenberger, Grace Jones.
Also, Programme of the Junior Class, Subject—Assyria and Babylonia.
Music.
Roll call.
Early History, Elvin Eyerly.

Civilization, Daisy Eyerly, Ella Wilson.
Literature, Lonnie Tinker.
Manners and Customs, Lute Smutz.
Scenes in Real Life, Charlie Avery.
Summary, John Cornelius, Charlie Beery.
Music.
Committee—John Cornelius, Daisy Eyerly, Ella Wilson.

And this sort of work, well and carefully done, is characteristic of the schools in hundreds of the growing towns and cities of Nebraska.

Another Reading Circle gives this resume of the character of Horace Mann after a careful study of his life and works:

"His mind was solid, rather than brilliant; sagacious and searching, rather than quick or eager; slow, but not torpid; steady, but not unyielding; comprehensive, and at the same time cautious; patient in inquiry, forcible in conception, clear in reasoning. He was by original temperament, mild, conciliating and candid; and yet was remarkable for an uncompromising firmness. Of him it may be truly said, that the fear of man never fell upon him; it never entered into his thoughts, much less was it seen in his actions. In him the love of justice was the ruling passion; it was the mainspring of all his conduct. He made it a matter of conscience to discharge every duty with scrupulous fidelity and scrupulous zeal."

He was amply and accurately endowed with a knowledge of all history of all times; richly provided with the literary and the personal portion of historical lore; largely furnished with stores of the most curious and recondite knowledge, which judicious students only, are found to amass; and he possessed a rare facility of introducing such matters felicitously for the illustration of an argument or a topic, whether in debate or in more familiar conversation.

THE STUFF THAT WINS.

"These should be hours for necessities,
Not for delights." —SHAK.

EMERSON says: "Explore, and explore and explore. Be neither chided nor flattered out of your position of perpetual inquiry."

Neither dogmatize yourself, nor accept another's dogmatism.

Why should you renounce your right to traverse the star-lit deserts of truth, for the premature comforts of an acre, house, and barn? Truth also has its roof, and bed, and board.

Make yourself necessary to the world, and mankind will give you bread, and if not store of it, yet such as shall not take away your property in all men's possessions, in all men's affections, in art, in nature, and in hope.

Ask of what use is a scholarship that systematically retreats? or, who is the better for the philosopher who conceals his accomplishments, and

hides his thoughts from the waiting world?

Hides his thoughts! Hide the sun and moon. Thought is all light, and publishes itself to the universe.

It will speak, though you were dumb, by its own miraculous organ.

It will flow out of your actions, your manners, and your face. It will bring you friendships. It will impledge you to truth by the love and expectation of generous minds.

By virtue of the laws of that Nature, which is one and perfect, it shall yield every sincere good that is in the soul, to the scholar beloved of earth and heaven"

RECENT LITERATURE.

H. CLAY TRUMBULL'S "The Sunday School, its Origin, Mission, Methods and Auxiliaries," is a book of great value in a field which has not been much explored. The writer's life has been devoted to the interests of the Sunday-school, and the enthusiasm which his writing betrays adds to the pleasure of conviction. The work is the result of the "Yale Lectures on the Sunday-school," and the JOURNAL believes that it will be found of use by readers all over the country and a proper return thus be made alike to the author and to the publisher (John D. Wattles, Phila.)

THE "J. B. Lippincott Co." have published Algernon Sydney Logan's "Jesus in Modern Life." The biography is in part the result of special study of the gospels, and in part imaginative. There is certainly a large class of readers interested in theological themes, and to such we recommend Mr. Logan's work.

THE Century for November defends the frequent Presidential elections upon grounds already stated by the JOURNAL, and we feel happy to receive the implied endorsement.

WE advise our readers to add to their teachers' libraries Charles F. King's "Methods and Aids in Geography." Boston: Lee & Shepard.

EVERY school and Reading Circle should supply itself with one or more copies of W. H. Phye's "The School Pronouncer Based on Webster's Unabridged Dictionary." G. P. Putnam's Sons.

The JOURNAL has frequently referred to the helpfulness of the publications of G. P. Putnam's Sons. Every one should acquaint himself with their "Questions of the Day Series." No. 53 is J. H. Allen's "The Tariff and its Evils"—a timely book alike for Free Trader and Protectionist.

D. C. Heath & Co. publish Babbitt's "German at Sight," which will be found of service by all students of elementary German.

D. C. Heath & Co.'s "German Series" has been increased by Calvin Thomas' "Goethe's Torquato Tasso."

D. C. Heath & Co., have increased their "French Series" by George O. Carme's Lamartine's "Selected Poems from Premieres et Nouvelles Meditations."

Harold Kooback (N.Y.) contributes towards Christmas Festivities, "The Gypsies' Festival, a Musical Entertainment for Young People," and "The Court of Christmas."

The December installment of the Lincoln History in "The Century," is entitled "First Plans for Emancipation." It will contain much heretofore unpublished material regarding Mr. Lincoln's ideas upon this subject—among the rest the earliest draft of his famous proclamation, which, in the President's own handwriting, is now in the possession of the authors of the Life.

A Christmas Story, describing life "At the Station," on the line of a North Carolina mountain railroad, will be contributed to the December "Scribner's" by Mrs. Rebecca

Harding Davis. Alfred Kappes will illustrate it.

Every prose article and three of the poems in the Christmas "Scribner's" will be richly illustrated. More than twenty well known artists will be represented.

"Beliefs About the Soul," is the title of an article by R. A. Oakes, to appear in the December "Popular Science Monthly." It is full of curious traditions of civilized and savage peoples, relating to immortality and to plurality of souls.

D. Appleton & Co., New York.

Lee & Shepard, Boston, have issued an illustrated Calendar for 1888, in sepia tint and gold, held together by silver rings and silk tassels, and ornamented with a silver chain to be used to hang it in some convenient place for reference—as beautiful as it would be acceptable as a gift.

Fords, Howard & Hulbert, New York, send us an admirable and timely volume of Sermons on "Spirit and Life," or "Thoughts for a Day," by Amory H. Bradford, First Congregational Church, Montclair, N. J.

We have read these volumes with sincere pleasure and great profit.

These sermons seem to be characterized by genuine spiritual insight, by wide sympathy with the best modern thought, and by a clear perception of the need of restatement of some Christian doctrines. They present in a clear and comprehensive fashion some of the fundamental doctrines of Christianity read in the light of the most spiritual thinking of to-day, and illustrate at once the deeper spirituality and the more distinctly practical tendency of the best modern thought.

D. Appleton & Co. publish Charles Northend's "Choice Selections, or Six Hundred Extracts from more than Two Hundred Authors." Such books will not only facilitate such educational undertakings as that advocated by Miss Mary E. Beedy, but they must be acceptable even to those who lay less stress upon the value of memorizing choice quotations.

NEW BOOKS RECEIVED.

Hubbard Bros., Philadelphia.

Palmer Cox. Queer People with Paws and Claws.

John Alden.

Cyclopedia of Universal Literature. Manifest Cyclopedia of Knowledge and Language.

J. B. Lippincott Co.

Worcester's New Academic Dictionary. International Statesmen Series: I. D'Israeli; II. Palmerston.

E. L. Kellogg & Co., N. Y.

Teachers' Manual VII. Huntington's Unconscionable Tuition VIII. Hughes' How to Keep Order IX. Quick's How to Train the Memory X. Hoffman's Froebel's Kindergarten Gifts. Denby's How to Teach Manners in the School room. Southwick. A Quiz Manual in the Theory and Practice of Teaching. Cassell & Co., N. Y.

Sylvanus Cobb's "The Gun-maker of Moscow." "The Silver Lock," and other stories by popular authors. Harrison's "Autrefois."

A. S. Barnes & Co., N. Y.

Horolsten's The Child's Song Book.

G. P. Putnam's Sons, N. Y.

Irvine's Sketch-Book, Katrina edition. Roosevelt's Essays on Practical Politics. Allen's The Tariff and its Evils. Phye's School Pronouncer.

Lee & Shepard.

W. P. Manton's Primary Methods in Zoology. Teaching for Teachers in Common Schools. William's Laboratory Manual of General Chemistry. King's Methods and Aids in Geography.

Ginn & Co.

Thanatopsis and other favorite poems of William Cullen Bryant, compiled by Sara E. Husted Lockwood. Julia B. Hoitt's excellent Quotations for Home and School.

D. Appleton & Co.

Vol. VIII International Education Series, Wm. T. Harris, Editor. David Kay's "Memory; what it is, and how to improve it."

Boston School Supply Co.

Wood's 5th Natural History Reader. Ginn's "Charming Songs for Little Warblers."

Silver, Burdett & Co., Boston.

Stearn's Introduction to the Books of the Old Testament.

D. C. Heath & Co.

Bernhardt's Deutsche Novellen Bibliothek. Daell's Leander's Traumreisen.

J. H. Kurzenknebe & Sons, Harrisburg, Penn. "Songs and Glees." "The Prince of the House of David." "Music at Sight."

Rand, McNally & Co., Chicago.

Globe Library: Stevenson's Dr. Jekyll and Mr. Hyde.

Ginn & Co.

Manatt's Xenophon's Hellenica, Books I-IV. Burt's Brief History of Greek Philosophy.

J. B. Lippincott Co.

Geo. Gissing's "A Life's Morning." Wm. S. Walsh's "Paradoxes of a Philistine." Amelia Rives' "The Quick or the Dead." The Writer's Hand Book.

"WADDY'S Elements of Composition and Rhetoric" is an unusually well-made book. It proceeds inductively and synthetically instead of following the dusty road of formal didactic instruction. If success is at all dependent upon merit the author may feel assured of having done work which will be largely recognized.

A SMALL expenditure in advertising in a judicious selection of newspapers is often contemplated by persons who have not a clear idea as to what publications should be taken or the cost; they consequently find a difficulty in carrying out the plan without having the cost exceed the amount contemplated. Such persons do well to send the copy of the advertisement and a check for the amount of money to be used, to Geo. P. Rowell and Co's Newspaper Advertising Bureau, 10 Spruce St., New York, and leave the selection of papers and the number of insertions in each to be determined by their experience and judgment. In that way the advertiser gets the best service possible for the money he expends, and the work is promptly done—no time being lost in correspondence.

"GOLDEN GATE SPECIAL."

PALATIAL HOTEL ON WHEELS

The Union Pacific is about to make a new departure in railroading, and will commence December 5 with a Special Train for San Francisco, leaving Council Bluffs every Wednesday at 8 A. M. The train will be a Palatial Hotel on Wheels, vestibuled throughout. It will be lighted by electric lights, heated by steam from the locomotive and supplied throughout with hot and cold water. Meals will be served in dining-car which accompanies the train the whole distance, and will be the finest meals ever furnished on any railroad train in the country. The cars will contain a barber shop, observation room, library, smoking-room, private bath rooms for ladies and gentlemen, a full corps of skilled servants, a lady attendant to look after ladies and children traveling without escort, and other novel features. This will be the finest train in the world, and will only have accommodations for 60 people, and will make the trip from Missouri River to San Francisco in 64 hours. The fare one way will be \$100.00 from Mo. River to San Francisco, which includes everything, and is certainly cheap for the accommodations furnished.

LOUISIANA

EDITION

American Journal of Education.

\$1.00 per year in advance.

G. D. ALEXANDER, Minden, La. } Editors.
J. B. MERWIN }.

WE who advocate Federal Aid for the education and enlightenment of the more than six millions of citizens of this Republic, have not been vanquished but betrayed.

If Carlisle and his co-conspirators in the House of Representatives had not known the Blair Bill would have passed, if they had consented to let it be reported—they would have reported it, at once.

It is this base betrayal of this great interest to which we do not and never shall consent.

THE South is repairing, in a glorious silence and by a marvelous progress the wounds inflicted upon her in the delirium of a burning fever. We shall help her by the intelligence and power imparted with a system of public education adequate to reach every child in these States.

THE Public School system stands for the training and instruction of ALL the people. It is and must continue to be adequate to this work at whatever cost. In this, we—in America—shall find both our safety and our profit.

WHY WATER RUNS UP HILL.

"Empties itself
As doth an inland brook
Into the main of waters."

—SHAK.

THE diameter of the Earth at the equator is greater than at the poles, as deduced by Newton and Huyghens. The earth is a spheroid, flattened at the poles somewhat like an orange, the result of centrifugal force.

The French Academy of Sciences, in 1735, by a commission of members—Bouguer, La Condamine, and Godin—with two appointed by Spain—d'Ulloa and Juan—who spent ten years in Peru making most exact measurements, confirm it as a fact. It was confirmed by five others and the Swede Celsius, in Lapland. It has been confirmed by many measurements in various parts of the world, at great expense, and with the utmost exactness—in 1764, near Chesapeake Bay; in 1784, London and Greenwich; in 1791, in France from Dunkirk to Barcelona—in 1805, extended to Ivica; in Hindostan, by Col. Everest; in Russia, 1817 to 1853, by Struve and Tenner, to name none of the more recent, on quadrants or arcs of the meridian. More measuring is yet to be done, here and abroad.

The difference is about twenty-six miles or 1-306.

Now, the mouth of the Mississippi is about 1,400 miles nearer to the equa-

tor than its head-waters. It is therefore 2½ miles further from the centre of the earth. Does not the river run up hill 2½ miles?

Starting in the Atlantic Ocean, from the same parallel of latitude as the source of the Mississippi, and sailing southward to the equator and as far beyond it into South latitude, the traveler would have traversed quite an arc, say some 7½ miles of ascent and descent—quite a part of the spheroidal surface. It is easy to calculate the curvature for a quadrant, and for an arc, and for each degree.

The waters of the mighty river do as surely flow up hill as the surface of the earth is spheroidal. If not, how can it be disproved? The waters of the Pacific Ocean arch around the world from North to South, in almost a semi-circle, and every degree and every league bears its due share of the curvature. Does not the land-surface arch in the same way?

"We pause for a reply."

The Earth is not the only planet with such a belt around the middle, for the planet Jupiter has its diameter at the poles 1-14 shorter than at the equator; the planet Saturn 1-11, the result of centrifugal force. The earth turns completely around on its axis—25,000 miles in twenty-four hours—over 1000 miles an hour. How fast does a cannon-ball ever fly? Not as fast. The centrifugal force is greatest at the equator, then less and less, as the diameter decreases, and comes to nothing at the poles. The weight of bodies change as we pass from the equator to the poles, so that the same pendulum of a clock beats more and more rapidly as it approaches the poles.

We conclude by quoting from Dr. H. W. Warren's, "Recreations in Astronomy" (p. 145): "The tendency of matter to fly from the centre, by reason of revolution, causes the equatorial diameter to be twenty-six miles longer than the polar one. By this force the Mississippi River is enabled to run up a hill nearly three miles high at a very rapid rate."

The "Physics and Hydraulics of the Mississippi River," by Humphrey and Abbot, is an immense collection of facts in a large book of five hundred pages or more, as to that one river, the results of long and accurate investigations, from all the sources and tributaries to the Gulf and thence into it with all its disturbances.

Prof Eaton, of Brooklyn, calls the ascent four miles, and compares the rotation to a grindstone turning rapidly and carrying the water around with its outside, or even throwing it off, if it is turned and whirled very fast. Does not the mud fly from the rim of a wagon-wheel, when we drive fast?

LEVI WELLS HART.

WE do not always get what we reach out for; but something falls to us by the effort we make that works for our want and gives us strength.

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HON. SOLOMON PALMER.

"So distribution should undo excess,
And each man have enough."

—SHAK.

THE Thirty-third Annual Report of the Alabama Public Schools has just been prepared by Superintendent Solomon Palmer.

The report has more than ordinary interest alike for its intrinsic merit, and because it reveals to so large an extent the efforts made by the people to inaugurate and to sustain a system of Public Education.

It is a careful statement and study of the real situation.

The School Fund is meagre—the JOURNAL has called attention to this while urging the passage of the Blair Bill; and furthermore the JOURNAL has shown that this meagreness is not due to the supineness of the Alabamians, but to the impossibility of their solving, unaided, a problem set them by taskmasters who display an ignorance but too frequent among politicians.

The sum raised in the State was \$600,000—23 per cent. of the total revenue for all purposes. With this meagre allowance it was found possible to provide for 251,700 pupils, sustain 5,583 schools, employ 3,650 teachers, at an average monthly salary of for the term employed \$21.87, and for the twelve months of \$6.56.

Superintendent Palmer perceives and states strongly the need for such aid as that provided by the Blair Bill.

The State Constitution provides that to the support of the public schools shall be devoted—

1. The principal of all funds arising from the sale or other disposition of lands or other property which has been or may hereafter be given or intrusted to this State;
2. Land given by the U. S.
3. All other lands or property given by individuals.
4. The estates of those who die intestate or without heirs.
5. An annual poll-tax of of \$1.50 a poll.
6. The income arising from the sixteenth Section Revenue Fund.
7. The surplus U. S. Revenue Fund.
8. Other moneys not to be less than \$100,000 per annum.

The Committee on Education of the present session of the Alabama Legislature, consist, in the Senate, of Messrs. B. M. Huey, F. Rice, L. W. Grant, J. L. Burnett, H. A. Skeggs, W. O. Stegall and W. H. Taylor. In the Lower House, of A. Fitzpatrick, G. F. McEldery, Chas. Rattery, E. Ledyard, M. L. Stansel, J. P. Hampton, W. D. Kyle

MOST of the States claim that they pay now all they are able to for schools. If this is so let us take \$77,000,000, of the surplus and help the States that need help.

THE real teacher knows what to say, what to do, and what to be to all, on all occasions.

INTELLIGENCE is everywhere and always resistance to ignorance and oppression.

READ "Northend's Teacher's Assistant," if you want to "know how to teach."

Now that the election is over, let us accept results and bend anew to our work, even if we did not secure the man of our choice. Benjamin Harrison is now our President because he is the President of all the people of the Nation.

If our teachers are young and inexperienced, let them by all means procure and read "Northend's Teacher's Assistant," the best book for young teachers ever printed.

Then let them get and read and circulate among the people "Northend's Teacher and Parent," an equally good book with the other; but do not let our young teachers flatter themselves that this veneer of "Methods" will wear, or take the place of solid culture at all.

OBJECT TEACHING.

IT is a settled fact in education that the pupil, in order to do the most and get the best, must have something the eye can rest upon to aid the mind to comprehend facts and principles. Hence the necessity of providing Outline Maps, Charts, Globes, Blackboards, etc., for every school, if you would have students to advance properly and successfully.

By the use of these helps the attendance will be largely increased; the interest in every study will also be greatly enhanced; the discipline improved; and the effectiveness of the teacher MORE than DOUBLED, because so much more can be done by both the teacher and the pupils within a given time.

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Only ten cents per year!

Say the entire outfit of Maps, a Globe, Blackboards and a set of Charts costs \$60.00, and they last twenty years, that would be only \$3.00 per year and all the pupils in the school get the full benefit of all these things for this trifling expense. If there are thirty pupils, it would be ten cents per year to each pupil only.

Do you not think it would be worth ten cents to every pupil and to the teacher, to have the use of a Globe, a set of Outline Maps, Reading Charts, and plenty of Blackboard surface, for practice in figures, drawing, writing, etc.?

It seems to us that after duly considering these facts, every parent, every conscientious school director, every wise teacher, every patriotic legislator will demand that these essential articles be provided for every school without further delay.

LET us have done with the low maxim, that "to the victors belong the spoils." It is unworthy of this day and age.

We fear our teachers and school officers do not weigh quite as carefully as they ought these practical wise words of Prof. S. S. Parr, Principal DePauw Normal School, Indiana:

"The live teacher who provides himself or herself with the proper tools for teaching, commands \$10 to \$50 more per month than those who do not."

This is true because so much more work can be done, and so much better work can be done, "with these proper tools for teaching."

An eight-inch Globe, a set of Maps, a good Blackboard, and Reading Charts are absolutely essential for the success of any school or any teacher. The pupils need these "helps" more than any one else.

Provision should be made by every school to furnish these tools to work with, without delay.

GET some "tools to work with," early in the session. You can do ten times as much work and ten times better work, with Blackboards, Maps, Globes and Charts, than you can do without these "helps."

Get "some tools to work with."

A GOOD PLATFORM.

"Admirable discourse of great worth. Authentic in your place and person."

—HAK.

THE Normal Index, published at Harrisonburg, Va., publishes the following as its platform:

"Free schools are the hope of the State. 'Parsimony toward education is liberality toward crime.' It costs less to build school houses and employ good teachers, than to build jails and support the criminals. A common school education is the birth-right of every child. To increase the efficiency of the schools we advocate the following principles:

1. All school warrants should bear interest from date of issue until paid.
2. No person who examines teachers should take part in the management of a Normal School or Summer Institute.
3. Teachers should be paid according to the work done. The grade of certificate should not determine the salary.
4. County superintendents should be selected regardless of politics.
5. Examinations should be uniform in all parts of the State. To accomplish this, all questions should be prepared by a State Board.
6. Provision should be made to grant State certificates, good for life, in all counties of the State.
7. Physiology and Hygiene, and the effects of alcoholic drinks and narcotics upon the human system, should be taught in all the public schools of the State.
8. To advance the interests of the profession, we favor a State organization of teachers, so that we may have better teachers, better schools, better salaries, without any compromise with ignorance."

AN ELOQUENT TRIBUTE

"By the honor of my ancestry, I do applaud thy spirit!"

—SHAK.

THE following extract from the address to the Graduating Class of 1888, College of the City of New York, delivered by Hon. J. Edward Simmons, LL.D., President of the N. Y. Board of Education, is worthy of universal circulation, and will make a fine declamation piece in every school of the country:

"The Old World presents no spectacle like that of our own country to-day. Under the Colonial condition, slow in development, burdened by the maladministration of a remote government, it had the stunted growth of a dwarfish plant. But by the utterances of one immortal instrument, which declared 'that all men are created equal,' which asserted the right of the governed to participate in the government, a new impetus was given to human progress, and the illustrious pageant of the ages is passing before us, where sixty millions of people dazzle the eyes of the world with its science, its literature, its inventions and its power, and the electric wires, invented by an American, which tremble under the wildest tempests of ocean or burn on mountain peaks, while the whirlwind is sweeping over countless towns and cities, translate through all languages the magnificent march of the Republic into the grandest epic of time.

And now, young gentlemen, I have presented to you, imperfectly I admit, some of the considerations which make me so earnest in my advocacy of the College you represent. Permit me, in drawing to a close, to call your attention to one or two important contrasts.

I have spoken of the academies, the schools and universities of the Old World, of the philosophers of Greece and Rome, and of the culture of the classic cities and empires of the past.

We have the legacy of their arts, their literature, and their intellectual achievements. But the magnificence of their art and the splendor of their achievements were but intellectual conquests, while their morality was only theoretical and their spiritual life was lost in the darkness of the dead.

The wretched native of the western coast of the Desert Continent made a fetish of clay from the muddy banks of the Congo, while the intellectual and wondrous Egyptian worshiped the reptiles and the material objects around him, and did not embalm in hope of a resurrection after three thousand years which to-day would have made us the companions of the Ptolemies and the Pharaohs of bygone ages. The more intellectual and refined Athenian, with exquisite art

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Blood Diseases are cured by the persevering use of Ayer's Sarsaparilla.

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"For two years I suffered from a severe pain in my right side, and had other troubles caused by a torpid liver and dyspepsia. After giving several medicines a fair trial without a cure, I began to take Ayer's Sarsaparilla. I was greatly benefited by the first bottle, and after taking five bottles I was completely cured."—John W. Benson, 70 Lawrence st., Lowell, Mass.

Last May a large carbuncle broke out on my arm. The usual remedies had no effect and I was confined to my bed for eight weeks. A friend induced me to try Ayer's Sarsaparilla. Less than three bottles healed the sore. In all my experience with medicine, I never saw more

Wonderful Results.

Another marked effect of the use of this medicine was the strengthening of my sight."—Mrs. Carrie Adams, Holly Springs, Texas.

"I had a dry scaly humor for years, and suffered terribly; and, as my brother and sister were similarly afflicted, I presume the malady is hereditary. Last winter, Dr. Tyron, (of Fernandina, Fla.,) recommended me to take Ayer's Sarsaparilla, and continue it for a year. For five months I took it daily. I have not had a blemish upon my body for the last three months."—T. E. Wiley, 146 Chambers st., New York City.

"Last fall and winter I was troubled with a dull, heavy pain in my side. I did not notice it much at first, but it gradually grew worse until it became almost unbearable. During the latter part of this time, disorders of the stomach and liver increased my troubles. I began taking Ayer's Sarsaparilla, and, after faithfully continuing the use of this medicine for some months, the pain disappeared and I was completely cured."—Mrs. Augusta A. Furbush, Haverhill, Mass.

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and consummate skill, fashioned his Jupiter or Apollo or Venus with surpassing beauty—but it was only the materialized expression of a materialistic life. It was but the intellectualizing of our being. It was barren of all that could give vitality to the spiritual nature of man. We live in a better day.

The Pilgrims who sailed from Plymouth on the Mayflower, and landed at the rock which they distinguished by the name of the English city they had left, threw to the breeze a pennon on which was inscribed the legend "God with us." It was a fitting sequence that one hundred and fifty-six years afterward the Congress that laid the foundation of our Union appealed "to the Supreme Judge of the world for the rectitude of their intentions," and "with a firm reliance upon the protection of Divine Providence" committed to the future the destinies of the new republic."

LET us renew our demand and press it constantly for a minimum salary of \$50.00 per month for our teachers in all the States and a maximum salary for what our teachers are worth.

WE are glad to observe that Prof. W. H. May, Superintendent of Schools, Winnebago County, Forest City, Ia., in accordance with the action of the State Teachers' Association, spells the following words as here spelled:

Ar, hav, liv, giv, gard, hed, tho, thru, wil, shal, wisht, catalog, tung, definit.

EDUCATION consists not quite so much in the amount of information imparted, as in the careful training and discipline of the intellectual and moral powers—such a co-ordination of the faculties as will enable the child to think and work out problems for himself in after life.

A WIDE-AWAKE teacher will not let a day pass without repeated lessons in politeness and etiquette. He may not give it this term or name, but it will be so woven into his class illustrations as to carry the lesson in such a way as to give offence to none, and yet be observed and remembered by all.

IF every one would amend one—all would be amended.

KNOWLEDGE leaves no room for chances.

HE that cheats me once—shame on him. He that cheats me twice—shame on me.

CURIOSITY is a sign of mental health. Beasts are not curious.

THE art of drawing ideal into vision, or of exhibiting the conception of the mind by legible characters, may be justly deemed the noblest and most beneficial inventions of which human ingenuity can boast; an invention which has contributed more than all others to the improvement of mankind.

HAVE you a few hours or a few days' spare time occasionally that you would like to turn into money? If so, then write quickly to B. F. Johnson & Co., of Richmond, Va., and they will give you information that will prove to be money in your pocket.

"POLITICS is that part of ethics and of education which has to do with the regulation and government of a nation or state, the preservation of its safety, peace and prosperity, the augmentation of its moral power and resources, and the protection of its citizens in their rights, with the preservation and improvement of their intelligence.

CO-OPERATION is the lesson of the hour. When capitalists co-operate, a trust results; when laborers co-operate, then follows a strike; when students co-operate, there is gained the power of the trust, and likewise the beneficence of legitimate ends.

Unite with the parents of your pupils, and form the beginnings of a library, supplementing this with a reading circle.

OUR teachers should consecrate their energies to the creation of what is good.

PROF. T. F. McBeth, President of the Cooper Normal School, Miss., and Editor of *New Education*, says:

"AMONG all the educational papers that come to our table there are none more gladly welcomed than the old reliable *American Journal of Education*, published at St. Louis, Mo. It is a conceded fact that Missouri, in a great measure, owes her present educational prosperity to the influence of this journal, and the indefatigable energy and unwearied persistence of its great hearted and whole-souled editor. Its field of influence is not confined, however to Missouri, as its circulation of 20,000 is divided up among several other States, in each of which it publishes a special State edition."

Ely's Cream Balm has entirely cured me of a long standing case of catarrh. I have never yet seen its equal as a cure for colds in the head and headache resulting from such colds. It is a remedy of sterling merit. —E. L. Crosly, Nashville, Tenn.

After using a large number of preparations for catarrh, I am satisfied that of them all Ely's Cream Balm gives the most relief. I can recommend it to any one who may have catarrh, cold in the head or hay fever. —S. B. Lewis, Principal Graded School, Clinton, Wis.

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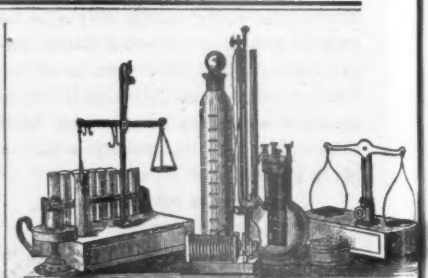
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